

**THE SEATING ARRANGEMENT IN THE ENGLISH CLASS AT  
MTS DARUL HIKMAH PRASUNG SIDOARJO**

**THESIS**

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Sarjana Pendidikan (S.Pd) in Teaching English**



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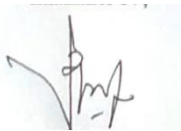
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## ABSTRACT

Aini, Sandra Fabella Nur. 2020. *The Seating Arrangement In The English Class At MTs DarulHikmahPrasungSidoarjo*. A Thesis. English Teacher Education Departement, Faculty Of Education And Teacher Training, SunanAmpel State University. Surabaya. Advisors :Rakhmawati, M. Pd and Drs. Muhtarom, M.Ed, Gred, Dip.Tesol

Keywords :Seating Arrangement, Journal Article, English Class

Seating arrangements can take several different forms. Student seating is set to be a perfect arrangement. The study discusses analysis on the arrangement of seats that are done by teachers in English classes. This study we can find out how students are easier to communicate with teachers and friends in the class, after they have shared – as a seat according to the teacher's command. This research is done using qualitative methods. To get the desired results in the study, researchers used how to observe students ' activities in the classroom filling the Quisioner sheet, interview teachers after finishing teaching in class. The purpose of this study was to discuss about teachers using strategies for seating arrangements in English classes. From observations in the classroom we can know how teachers are making students easy to follow their settings, making students give participation and more active in class. When students change the position of the seat, it makes students easier to communicate with the other students, so that the student's activity is more noticeable when the hour of study progresses. The setting that seats is a repentant part of the transformed and as a teacher's strength to make students easy to carry with their arrangement, giving participation and more active in class.

## ABSTRAK

Aini, Sandra Fabella Nur. 2020. *The Seating Arrangement In The English Class At MTs DarulHikmahPrasungSidoarjo*. A Thesis. English Teacher Education Departement, Faculty Of Education And Teacher Training, SunanAmpel State University. Surabaya. Advisors :Rakhmawati, M. Pd and Drs. Muhtarom, M.Ed, Gred, Dip.Tesol

Kata Kunci: Seating Arrangement, Journal Article, English Class

Studi ini membahas tentang pengaturan kursi yang dilakukan oleh guru kelas bahasa Inggris. Masalah dalam penelitian ini adalah bagaimana tanggapan siswa terhadap model - model tempat duduk digunakan dalam guru bahasa Inggris di kelas. Penelitian ini dilakukan dengan menggunakan metode kualitatif. Tujuan dari studi ini adalah untuk membahas tentang guru menggunakan strategi untuk pengaturan tempat duduk di kelas bahasa Inggris. Pengaturan bahwa kursi adalah bagian yang dapat memperbaiki dari transformasi dan sebagai kekuatan guru untuk membuat siswa mudah untuk membawa dengan pengaturan mereka, memberikan partisipasi dan lebih aktif di kelas. Ketika siswa dinilai dengan menetapkan dan duduk di kelas mereka, itu akan membangun interaksi siswa antara siswa dan siswa dengan guru. Ini akan mendukung siswa lebih aktif di kelas. Maksud dari pernyataan ini dapat disimpulkan bahwa pengaturan ini duduk sebagai pola komunikasi dan tantangan lebih lanjut bagi siswa untuk membangun diri mereka sendiri dan perilaku mereka dalam mengajarkan proses pembelajaran.



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## **CHAPTER I INTRODUCTION**

This chapter presents the general issues related to the present study. These include the background of the study, research questions, objective of the study, significance of the study, scope and limitation of the study and definition of the key terms.

### **A. Background Of The Study**

The arrangement of seats becomes one classroom management is easy to do because it doesn't take long. Besides that, seating arrangement is relatively good big compared to other class physical arrangements. Further, it is known that seating arrangements affect the amount of time used by students to complete the assignment given. Similar opinion was conveyed with bobby, the way you set the bench plays an important role in learning concentration. Teaching styles evolve with the advent of differentiated instruction, more and more teachers are adjusting their approach depending on their students' learning needs. In most classrooms, students' benches can arranged to support learning goals for any lesson given. Further, it is known that seating arrangements affect the amount of time used by students to complete the assignment given.

Learning activities of learning english in a class that is only scheduled with two hours of subjects every week at the public schools of MTs DarulHikmahPrasungSidoarjo, has a high need for students. With a very minimal time and a component of the English language lesson material that is diverse

in its purpose and function, so make the learning planning to be done effectively and enjoyable. But in the process of learning to teach in the classroom often encountered attitudes or behavior of students who can interfere during the learning activities take place. It is feared to influence the success of the learning process and student learning achievement. To prevent the behavior of students who interfere with the course of teaching and learning activities, teachers strive to empower the potential

of the class, focus their attention on the students, understand them individually and give Certain services that constitute a form of support from the school citizen. These efforts are a business in creating a conducive, optimal and enjoyable learning condition so that the learning process can run effectively and efficiently, so that the objectives of learning achievement can be achieved with the maximum .

Student seating arrangement can have several beneficial effects in a classroom including class participation, behavior, and academic performance. Altering classroom seating positions and arrangements is an easy way to effectively minimize or eliminate student misconduct and behavior without the use of consequence intervention or other differential reinforcement or punishment<sup>1</sup>. Seating arrangements can take several different forms. Student seating is set to be a perfect arrangement. At the beginning of the academic year, students can usually choose where they want to sit. On the other hand, sometimes the student's sitting position is determined by the teacher class. Seating arrangements have long been believed to be one of the factors contributing to the student learning process. Thus, the purpose of the study was to discuss about teachers using strategies for seating arrangements in English classes. The setting that seats is a repentant part of the transformed and as a teacher's strength to make students easy to carry with their arrangement, giving participation and more active in class. When students are graded by setting and sitting their class, it will build student interactions between students and students with teachers. This will support students more active in class. Furthermore, Harris and Hill note that the setting and sitting dictate the strength and control as well as the pattern of communication and further challenges that the setting where sitting remains for the entire semester may allow students to develop themselves Their attitudes toward learning. The intent of this statement can be concluded that the arrangement is sitting as a pattern of communication and further challenges for students to establish themselves and their behaviour in teaching the learning process.

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<sup>1</sup> Bicard et al., Differential effects of seating arrangements on disruptive behavior of fifth grade students during independent seatwork. *J Appl Behav Anal.* 2012 Summer;45(2):407-11. doi: 10.1901/jaba.2012.45-407.

According to Reka Retnaningtyas with the title of “The classroom management of English teaching-learning process in a big class”, this study was a descriptive qualitative. The instrument used in this study was the researcher accompanied with an observation schedule, an interview guide and a questionnaire, in collecting the data. The data were collected, selected, and reduced and analyzed into types<sup>2</sup>. Here the utility would also like to prove that it doesn't have to necessarily form a group in the class for discussion so that students focus on the material it teaches. But they can also independently understand the material taught by the teacher. Students can also be active in any situation, whether in an individual or group condition. The teacher uses both English and Indonesian in the teaching and learning process for the students understand about the lesson. Different from the previous study in focused study. In the Reka's research she just research about small group, and in this research research about class teachers can change seats in groups or not.

In a second research by agata retno the title is “ Paper aims at self - describing the classroom management applied by the eighth grade teacher in teaching English in Junior High School Muhammadiyah 1 Surakarta ”<sup>3</sup>. The data will be analyzed using classroom management theory written by Prof. Dr. Endang Fauziati. This research applies descriptive research. But, in this study, in addition to the width of the work provided by the teacher, the position of the student's seat can be influential in the activity of students in the class. Here the utility would also like to prove that it doesn't have to necessarily form a group in the class for discussion so that students focus on the material it teaches. But they can also independently understand the material taught by the teacher. Students can also be active in any situation, whether in an individual or group condition.

On the third research of Fani Mahdalena the research title is “According to her homeroom is a person who plays an important role and has the task of managing a classroom”. Class should be able to make the grade it becomes beautiful and convenient for its students, so students can

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<sup>2</sup>Reka Retnaningtyas “The classroom management of English teaching-learning process in a big class”. Skripsi. (Yogyakarta : UNY 2011)

<sup>3</sup>Agata Retno P “the classroom management applied by the eighth grade teacher in teaching English in junior high school Muhammadiyah Surakarta”. Skripsi. ( Surakarta : Universitas Muhammadiyah Surakarta 2013 )

learn with passion, and the class must also be able to make their students comfortable in class at the time of the process of teaching and learning takes place. The purpose of the research is to find out the role of homeroom in the management class at SMP 14 Banda Aceh, and to know the constraints faced by homeroom in the management class at SMP 14 Banda Aceh. The approach used in this research is descriptive qualitative research methods<sup>4</sup>. The fourth research aims to know the relationship between the teacher's skill in managing the learning achievements of students with classes in Wanareja.

This forth research from Muhammad Rizal“ Hubungan Keterampilan Guru Dalam Mengelola Kelas Dengan Prestasi Belajar Siswa SD Di Kecamatan Wanareja” uses a quantitative approach. This type of research is research korelation. The population used in this research is a master class in Wanarejatotalling 365 teacher<sup>5</sup>. The technique of sampling in research this is a random sampling, as many as 40 teachers consisting of 32 teachers status of civil servants and 8 teachers status wiyatabakti. The instruments used to know the skills of teachers in managing classes with the now, and to know the learning achievements of students with the analysis of the documents. Technique of data analysis in this study uses the simple regression techniques a Predictor. Based on the results of the analysis of the research data it can be concluded that: there is a relationship between the teacher's skill in managing the learning achievements of students with classes in Wanareja. the correlation coefficient means significant. In previous research researchers researched about classroom management. But in the study this time researchers were drawn to the seating arrangement. Focus more on the student seating position on the score that the student can.

The fifth research from Bunga Mailina the title is “The influence of seating arrangement toward students participation in learning english at SMPN 18 padang” in the research discuss about students participation in learning english. It turns out of research of the students more active if the teacher useu – shape. In this shape, students more active if the teacher

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<sup>4</sup>FaniMahdalena “the role of homeroom in the management class at SMP 14 Banda Aceh”. Skripsi. ( Aceh : )

<sup>5</sup>Muhammad Rizal “the relationship of teacher skills in managing a classroom with students learning achievements in wanareja”. Skripsi. ( Yogyakarta : UNY 2015 )

give them some question and they answered in learning process<sup>6</sup>. There are similarity with researcher research, which help determine an appropriate seating arrangement for a classroom to optimize student learning.

For a seating arrangement to be successful the arrangement should facilitate interaction among students and teacher, suite the instructional objectives and activities, and ease access to the instructional material<sup>7</sup>. The difference between those research and researcher research are the object and method. This research used Junior High School as object and qualitative as the method but the strategy for the object used traditional shape. In the MTs Darul Hikmah Prasung have just less than 40<sup>th</sup> students and teachers divided them in two class. Appropriate with the Weinstein & Evertson state about the contribution of students in the decision making that it can vary from selecting a signal for being quiet to the choice of sitting with a friend when the seating arrangements are changed. Everyday the teacher invited them to change the bench. They change the seat position according to the direction of the teacher. For English teachers, this is a way that can make students more passionate about learning. Their teachers have a new way of learning that can make students more excited to follow the hour of learning. The researcher chooses MTs Darul Hikmah Prasung Sidoarjo as an object to the research. The researcher found some unique in the school. The researcher found some unique in the school. Based on this background make the researcher is interested in doing research about *“The Seating Arrangement of English Class At MTs Darul Hikmah Prasung Sidoarjo”*.

## **B. Research Questions**

Based on the background of the study, the research questions in this study are:

1. What are the shape of seating arrangement often used by the English teachers at MTs Darul Hikmah Prasung Sidoarjo ?

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<sup>6</sup>BungaMailina “he influence of seating arrangement toward students participation in learning english at SMPN 18 padang”. Skripsi. Padang

<sup>7</sup>Cinar. 2010. Class room geography who sit where in the class room. [www.sosyalarastimalar.com/cit3/sayi10pdf/cinarikrampdf](http://www.sosyalarastimalar.com/cit3/sayi10pdf/cinarikrampdf).



2. How does the students respond about seating arrangement used by the English teacher at MTs Darul Hikmah Prasung Sidoarjo?

### **C. Objective Of The Study**

Based on the research question, the objective of the study are :

1. To describe the shape of seating arrangement often used by the English teacher at MTs Darul Hikmah Prasung Sidoarjo
2. To discuss the students respond in seating arrangement preferred used by the English teacher at MTs Darul Hikmah Prasung Sidoarjo

### **D. Significance Of The Study**

The researcher expected the research to theoretical and practical to the teaching and learning process in english class. In theoretical the researcher findings of the research are expected to support the classroom with the many theories on seating arrangement at the English class. In practical, researcher divided in third object :

1. For the English teacher  
As a reference to used many strategy of classroom management on the class, so that it can help students learning process in a comfortable situation and get most results.
2. For the students  
Having a different learning experience in learning English process by strategy of seating arrangement.
3. For other researcher  
The result of this research can be added literature for other researchers who conduct research related to classroom management. The result of this study can be added literature for other researchers who conduct research related to classroom management.

### **E. Scope and Limitation**

In this research will to discussion be more specific, the researcher wants to limit the topic and the discussion on teachers strategy to teacherrs with used various in seating arrangement of English class. And this research, researcher see the shape of seating arrangement that teachers use, and students respond in seating arrangement preferred

Subject of the research are students in eight grade of MTs Darul Hikmah Prasung Sidoarjo. There is the main reason, why the researcher chooses the students of this school as a subject. The students has some

level of comfort in the learning process. Teachers ensure students to actively participate in the learning process in the class.

## **F. DefitionOf Key Terms**

The researcher clasifythe term used in this research :

### **1. Seating Arrangement**

Seating arrangement is one factor that is typically under teacher control<sup>8</sup>. Seating arrangements dictate power and control as well as patterns of communication and futher challenge that a fixes seating arrangement for the whole semester may allow students to develop their attitudes toward learning<sup>9</sup>. That students will be more successful seating next to those who possess positive attitudes towards learning<sup>10</sup>. Seating arrangement as an important thing in the classroom setting. The teachers need to consider the nature of the students. The teachers should arrange the students seating such a manner to guide the students interest in teaching learning process so the teaching and learning can occur in the class as effectively as possible.

To support the success of the learning process, teachers use strategies in organizing student seats. The student's seat arrangement in the form of two groups or individuals. Examples of individual seating forms include traditional forms, auditorium forms, circular models, confrention models, and U-shape models. For examples of group seating, namely, team models, and Chevron models.

### **2. Students Respond**

The optimal learning will happen when the students participate with their responsibility in teaching learning process. That better classroom

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<sup>8</sup>Pace, D. & Price, M. 2005. Instrument teaching to facilitate inclusive education, including children with special need. West port, CT : Greenwood Press.

<sup>9</sup>Haris & Hill. 2012. The Learner – centered curriculum design and implementation. US : HB printing.

<sup>10</sup> Dunbar, Christopher. 2004. Best practices in classroom. Michigan : michigan state university

setting influenced the student respond in the class and they seating also influence their limited time in doing the exercises that have been given by the teacher in the classroom. It means that, the students seating as an important aspect to support the student in doing their exercises and will arise the student respond in the classroom<sup>11</sup>. Student response systems are used to actively involve students in class. Each individual is challenged to formulate an answer to the question, to think about the course material, which can lead to a better understanding of complex concepts. Student response systems are used to actively involve students in class. Each individual is challenged to formulate an answer to the question, to think about the course material, which can lead to a better understanding of complex concepts.

Researchers want to see how respond students are to the way teachers change their sitting positions in every form. Whether or not students will be more active in learning, or students look more passive and only quiet. Respond students will be visible when students are active and focus on learning time.

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<sup>11</sup>Winataputra, udin s. 2003. Strategi belajar mengajar. Jakarta : universitas terbuka

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

In this chapter, the researcher explicates several theories through reviewing some literatures related to this study. This theoretical construct deals with some main areas: types of seating arrangements.

#### **A. Theoretical framework**

##### **1. Classroom Management**

Classroom management has always been an issue relating to the student behavior and learning outcomes. A careful strategic management can result in a smooth transaction of knowledge and effective monitoring of the students. For this purpose many writers have suggested a number of methods and strategies to enhance the performance of the students and in the long run control the discipline of the class.

As Nunan posits the exploration of classroom issues and problems should lead teachers from practice to theory and back to practice again as a sort of ongoing professional growth spiral<sup>12</sup>. Some strategies have been used and utilized by teachers all over the world and some have succeeded whereas teachers have found particular methodologies not applicable to their situation. Management of resources and effective lesson planning has been given great importance as being the prime factors of a good and productive classroom.

Dunne writes about the relationship between classroom seating positions and classroom management<sup>13</sup>. She does not take a stance on the most successful seating arrangement as she argues that teachers need to consider a seating arrangement that works with the space they have and the student desks they need. She argues that it is important for the seating arrangements to allow the teacher to walk between the student

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<sup>12</sup>Nunan, D. (1989). *Designing Tasks for the Communicative Classroom*. Cambridge Cambridge University Press.p.16

<sup>13</sup> Weaver, D. (2001). Do seating arrangements and assignments classroom management? *Education World*.[http://www.education-world.com/a\\_curr/curr330.shtml](http://www.education-world.com/a_curr/curr330.shtml) (Retrieved Nov 1, 2018)

desks. She further notes that a successful seating arrangement is a method of classroom management.

Bonus & Riordan conducted a research on changing and improving classroom seating arrangements to help children stay on task and reduce distractions. They concluded that the causes of students having trouble staying on task were related to seating arrangement, seating proximity to the teacher, ability levels, and lesson taught<sup>14</sup>. The leading factor in off-task behavior was noted to be the seating arrangements.

Hastings and Schwieso argue that primary classrooms often have cluster seating, whereas the student tasks are primarily individual and not conducive to cluster seating<sup>15</sup>. Weinstein & Evertson state about the contribution of students in the decision making that it can vary from selecting a signal for being quiet to the choice of sitting with a friend when the seating arrangements are changed<sup>16</sup>. They also quote indicating that seating arrangements can “impact students’ opportunities to learn and support engagement in academic tasks.”

The concept is further supported by Lackney and Jacobs who conclude that various physical dimensions have been researched, and out of them classroom furnishings’ arrangement appears to be the most salient dimension for supporting curricular objectives efforts<sup>17</sup>. When it comes to the disciplinary aspect of the classroom then it is advised by many writers that the seating arrangement of the class room is to be one of the most important factors to be carefully planned. Classroom management

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<sup>14</sup>Bonus, M., & Riordan, L. (1998). *Increasing student on-task behavior through the use of specific seating arrangements*. (Report No. PS026868). Chicago, IL: Saint Xavier University.

<sup>15</sup>Hastings, N., & Schwieso, J. (1995). *Tasks and tables: The effects of seating arrangements on task engagement in primary classrooms*. Nottingham, UK: Department of Primary Education.

<sup>16</sup>Evertson, C. M., & Weinstein, C. S. (Eds.). (2006). *The handbook of classroom management: Research, practice, & contemporary issues*. Mahwah, NJ: Lawrence Erlbaum.

<sup>17</sup>Lackney, J., & Jacobs, P. (2002). *Teachers as placemakers: Investigating teachers' use of the physical learning environment in instructional design* (Report No. EF006078). (ERIC Document Reproduction Service No. ED463645).

experts and experienced educators believe that the decisions teachers make about whether students will be allowed to select their own seats and about the physical arrangement of the classroom can have an impact on classroom discipline.

Many writers have stressed the necessity of a proper and suitable seating arrangement of the class. According to Pitner how the teacher organizes the seating arrangement of the classroom definitely has an effect on the school year. If a classroom is organized for efficient work habits and access for all students, then there will be fewer problems during the academic year<sup>18</sup>. Weinstein & Evertson support the research of Zeidner who states that one of the “Relatively unsevere” strategies of maintaining discipline in the classroom is “rearranging a student’s seating position”<sup>19</sup>. Seating Positions is one of the efforts made by the teacher in managing the class. Good seating arrangement is expected will create conducive learning conditions, and also fun for student.

This is in accordance with the opinion of the deep Winzer that the arrangement of the classroom environment is rightly influential the level of involvement and participation of students in the process learning<sup>20</sup>. Furthermore, it is known that seats are influential of the time students use to complete a task given .

In accordance with the intention of managing the class itself that class management is an effort made by the teacher in creating a conducive learning environment, through regulatory activities students and goods / facilities. Besides class management intended to create, maintain the behavior of students who can support the learning process. So that way classroom management in the form of structuring seating students as

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<sup>18</sup> Pitner, S. (2009). How to Plan a Classroom Seating Arrangement: Create a Comfortable Learning Space to Maximize Student Productivity. <http://classroom-organization.suite101.com/article.cfm/howto-plan-a-classroom-seating-arrangement> (Retrieved on Nov 1, 2018).

<sup>19</sup> Weinstein, C. (1979). The physical environment of the school: A review of the research. *Review of Educational Research*, 49(4), 577-610. (Retrieved Nov 1, 2018)

<sup>20</sup> Udin S. Winataputra. 2003. *Belajaran Pembelajaran*, Jakarta: Waterhouse. p.9-21.

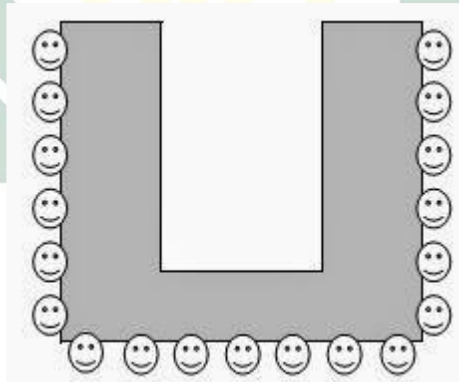
forms of classroom management can help create the learning process which is in accordance with the purpose.

Class management according to Winataputra is defined as a set of activities for enforce and maintain class rules in the class. Or seen from the behavior modification approach, class management defined as a series of teacher activities to improve emergence of good behavior, and reduce the appearance of behavior unexpected<sup>21</sup>. Class management is concentrated in structuring the physical environment of the class and structuring the psycho-social environment of the class. Included in it is with maximize the area of classrooms and classroom benches so that material is delivered by the teacher can be well understood.

## 2. Shape of Seating Arrangement

Seating arrangements consist of various types. Proposes different shapes of seating arrangement, namely :U-letter models, team styles, conference tables, circles, arrangement of chevrons, auditoriums, and traditional models. The following is an explanation of each type of seating arrangement:

### a. U-letter models



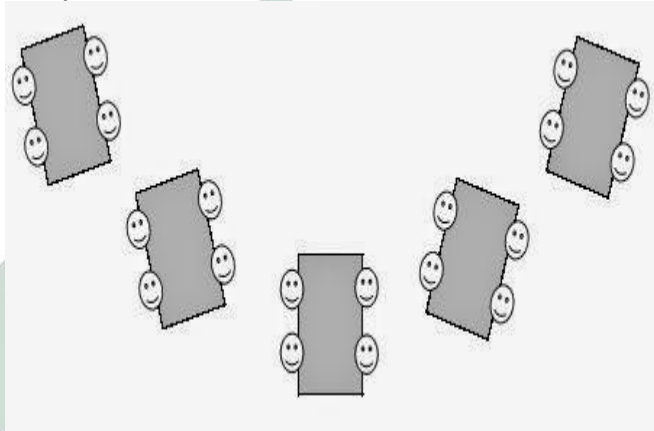
*Figure 2.1 Seating Model Letter U*

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<sup>21</sup> Ibid.p.15

The formations of the U-letter class are very interesting and able to activate the students, so they are able to make them enthusiastic to take lessons. In this case the teacher is the most active person by moving dynamically in all directions and directly interacting directly, so that he will get a response from the educator directly.

**b. Team styles**



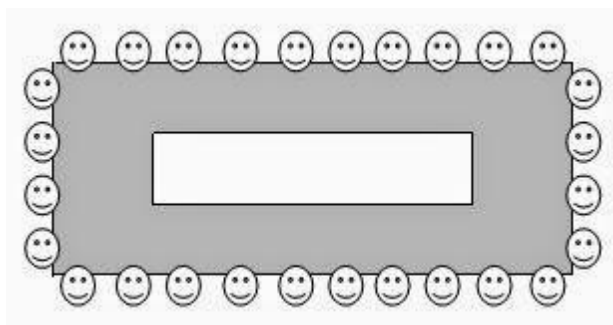
*Figure 2.2 Seating Team Style Model*

In this model, tables are grouped in a half circle or oblong in the middle class room so that the teacher can interact with each team (student group). The teacher can put chairs around the tables to create a familiar atmosphere. Students can also rotate the circular chair facing the front of the classroom to see the teacher or the blackboard.

**c. Conference tables**

Model Conference formation is very good to use in the debate method when discussing a problem raised by educators, then allowing students to freely express their various opinions. That way there will be a conclusion or even a new problem that can be discussed again at the next meeting.

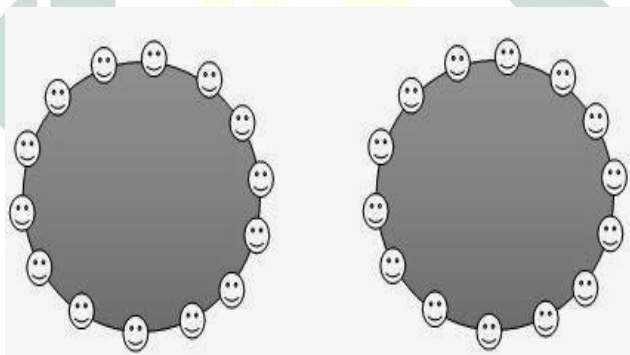




*Figure 2.3 Conference Table Seating*

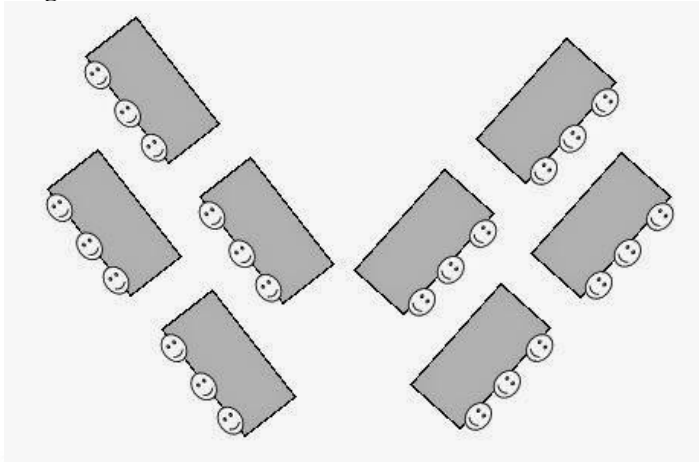
**d. Circles**

In this model, student seating is arranged in a circle so that they can interact face to face directly. Such a circle model is suitable for full group discussion.



*Figure 2.4 Circle Model Seating*

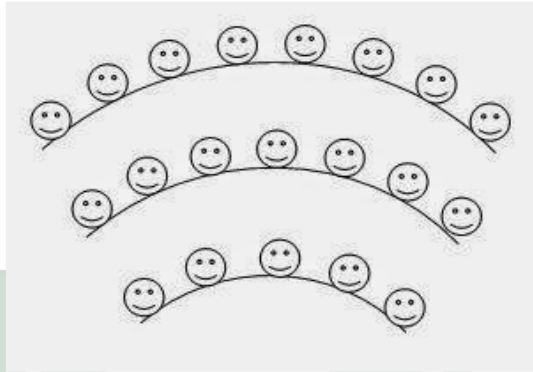
**e. Arrangement of chevrons**



*Figure 2.5 Chevron Arrangement Seats*

The shape of Chevron may be very helpful in an effort to reduce distance between students and between students and teachers, so students and teachers have a better view of the classroom environment and are able to be active in classroom learning. This formation provides a new perspective for students, so that they are able to undergo the teaching-learning process with enthusiasm, fun, and focus.

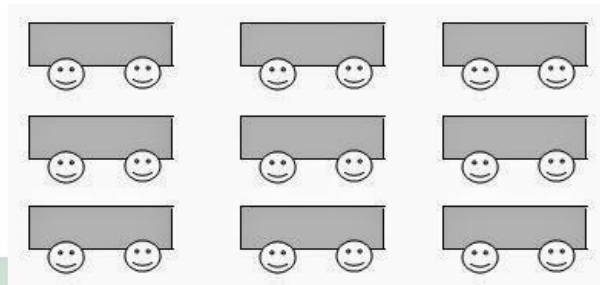
## f. Auditoriums



*Figure 2.6 Seating Auditorium Model*

The auditorium formation is an alternative offer in arranging classrooms. Although the form of the auditorium provides a very limited environment for active learning, this can be tried to reduce the boredom of students who are accustomed to conventional (traditional) spatial planning. If the seat of a class can be easily moved around, the teacher can create auditorium-style learning forms to form closer relationships, making it easier for students to see the teacher.

### g. Traditional models



*Figure 2.7 Traditional Model Seating*

Traditional Formations are formations that we normally encounter in traditional classes that allow students to sit in pairs in a table with two chairs. However, this model is very limited, namely the views of friends who are in the class especially in the back are often disturbed. Student mobility also cannot be free.

### 3. Seating arrangement in English class

Seating arrangements are important in classroom settings. Teachers need to consider the nature of students. Teachers should arrange student seating in such a way as to guide students' interest in teaching the learning process so that teaching and learning can occur in class as effectively as possible. Teachers also need to ensure the participation of all students in the class, with variations in seating arrangements that will help teachers to build student participation. This type of seating arrangement in learning is comfortable for students but not comfortable for other students. Some students who are supermarkets with their seats, like students who sit in front of the class can participate in class, they can easily listen and pay attention to their teacher's explanation than students who sit behind the class. That students would be more successful sitting on the side.

### 4. Classroom interaction and students' responses

Changing the seating arrangements every couple of weeks can be good for the students. Seating should be carefully considered when creating room arrangements. Allowing students to pick their own partners is not a favorable element. Nine times out of ten, they will pick seats next to the people they already know and are comfortable enough to make

mischievous during class. This also limits the opportunities for learners to learn and interact with other members of the class, thus ostracizing some of them.

The optimal learning will happen when the students participate with their responsibility in the teaching learning process. That better classroom setting influenced the student response in the class and their seating also influence their limited time in doing the exercises that have been given by the teacher in the classroom. It means that, the students seating as an important aspect to support the student in doing their exercises and will arise the student response in the classroom<sup>22</sup>. Student response systems are used to actively involve students in class. Each individual is challenged to formulate an answer to the question, to think about the course material, which can lead to a better understanding of complex concepts. Student response systems are used to actively involve students in class. Each individual is challenged to formulate an answer to the question, to think about the course material, which can lead to a better understanding of complex concepts.

## **B. Review Of Previous Study**

As in the thesis the effectiveness of the classroom management of large English classes conducted by the teachers of junior Bahrululumsurabaya by Feni Diniyah Auliyah reveals the teachers use a variety of teaching methods and students feel pleasant with the teaching method applied by their teacher. The teacher also uses a variety of aid and equipment in presenting material that make the students feel interested in the material, so that they are enthusiastic in following the lesson. This research use a qualitative research method<sup>23</sup>. The difference with the first study with research that will learn is different on research design. In this research, researchers will not use the qualitative method, but researchers will use the quantitative method, where this method also helps researchers to examine the development of value that students can have. This research same with researcher research is about how the teacher manage the class.

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<sup>22</sup>Winataputra, udin s. 2003. Strategi belajar mengajar. Jakarta : universitas terbuka

<sup>23</sup>Feni Diniyah Auliyah "the effectiveness of the classroom management of large English classes conducted by the teachers of junior Bahrul ulum surabaya". Skripsi (Surabaya : UIN Surabaya 2012)

Same with the teacher in Mts Darul Hikmah Prasung Sidoarjo, she's has a new way to explain the materials in every meeting. The difference with the first study with research that will learn is different on research design. In this research, researchers will not use the qualitative method, but researchers will use the quantitative method, where this method also helps researchers to examine the development of value that students can have.

Second research from Fani Mahdalena, according to her homeroom is a person who plays an important role and has the task of managing a classroom. Class should be able to make the grade it becomes beautiful and convenient for its students, so students can learn with passion, and the class must also be able to make their students comfortable in class at the time of the process of teaching and learning takes place. Differences with the study that will be done by the researchers is, in the previous study only researched on teachers in one district. But in this research, researchers are researching on the development of student values that are influenced by the effect of the student seating position. In common with this research is, teachers both give punishment to students who do not obey the rules applied in class.

The purpose of the research is to find out the role of homeroom in the management class at SMPN 14 Banda Aceh, and to know the constraints faced by homeroom in the management class at SMPN 14 Banda Aceh. The approach used in this research is descriptive qualitative research methods<sup>24</sup>. Differences with the study that will be done by the researchers is, in the previous study only researched on teachers in one district. But in this research, researchers are researching on the development of student values that are influenced by the effect of the student seating position.

In a third by agataretno, This research paper aims at self-describing the classroom management applied by the eighth grade teacher in teaching English in junior high school Muhammadiyah Surakarta, this research to classify the factors influence the classroom management and interaction in the class, and to describe the problems faced by the eighth grade teacher in applying his classroom management in the class. The data will be analyzed using classroom management theory written by

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<sup>24</sup>Fani Mahdalena "the role of homeroom in the management class at SMP 14 Banda Aceh".Skripsi. ( Aceh : )

Prof. Dr. Endang Fauziati<sup>25</sup>. This research applies descriptive research. In previous research researchers sought to know about the problems that were inflicted from seating arrangement. But if in research researchers now seek to know the relationship that is generated from the seating arrangement to the value of students. In previous research researchers sought to know about the problems that were inflicted from seating arrangement. But if in research researchers now seek to know the relationship that is generated from the seating arrangement to the value of students.

The fourth research aims to know the relationship between the teacher's skill in managing the learning achievements of students with classes in Wanareja. This forth research from Muhammad Rizal uses a quantitative approach. This type of research is research korelation. The population used in this research is a master class in Wanarejatotalling 365 teacher<sup>26</sup>. In this study, teachers alike had the skills or skills they used in the classroom aimed at improving communication between students, so that they could easily discuss with other students to understand the materials they were teaching. The technique of sampling in research this is a random sampling, as many as 40 teachers consisting of 32 teachers status of civil servants and 8 teachers status wiyatabakti. The instruments used to know the skills of teachers in managing classes with the now, and to know the learning achievements of students with the analysis of the documents. Technique of data analysis in this study uses the simple regression techniques a Predictor. Based on the results of the analysis of the research data it can be concluded that: there is a relationship between the teacher's skill in managing the learning achievements of students with classes in Wanareja. the correlation coefficient means significant. In previous research researchers researched about classroom management. But in the study this time researchers were drawn to the seating arrangement. Focus more on the student seating position on the score that the student can.

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<sup>25</sup>AgataRetno P “the classroom management applied by the eighth grade teacher in teaching English in junior high school Muhammadiyah Surakarta”. Skripsi. ( Surakarta : UniversitasMuhammadiyah Surakarta 2013 )

<sup>26</sup>Muhammad Rizal “the relationship of teacher skills in managing a classroom with students learning achievements in wanareja”. Skripsi. ( Yogyakarta : UNY 2015 )

The fifth research according to Reka Retnaningtyas with the title of *The classroom management of English teaching-learning process in a big class*, this study was a descriptive qualitative research conducted in class VIIB at SMP 2 Mlati, Sleman, Yogyakarta, which consisted of 40 students<sup>27</sup>. The instrument used in this study was the researcher accompanied with an observation schedule, an interview guide and a questionnaire, in collecting the data. The data were collected, selected, and reduced and analyzed into types. The result of the study shows that to handle a big class, the teacher uses the conventional seating arrangement. The teacher uses both English and Indonesian in the teaching and learning process in order that the students understand the lesson. To make the students easy to understand the material, the teacher acts as an informer and monitor in the teaching and learning process. The teacher uses small groups in grouping students. But in research this time researchers only focus on the way teachers regulate the seating position of students to be comfortable in the learning process.

Sixth research from BungaMailina the title is “The influence of seating arrangement toward students participation in learning english at SMPN 18 pandang” in the research discuss about students participation in learning english. It turns out of research of the students more active if the teacher use u – shape. In this shape, students more active if the teacher give them some question and they answered in learning process. The different between researcher and bunga’s research its researcher research the seating arrangement use a traditional shape. And from bunga’s research about the seating arrangement use a u – shape. This reseach same with researcher research is about how the teacher manage the class. Same with the teacher in MtsDarulHikmahPrasungSidoarjo, she’s has a new way to explain the materials in every meeting. The different from the previous studies is, in Bunga’s research just research in the teacher used u - letter in a learning process. And in this research, researcher use 7 type for chance the students position.

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<sup>27</sup>RekaRetnaningtyas “The classroom management of English teaching-learning process in a big class”. Skripsi. (Yogyakarta : UNY 2011)



## **CHAPTER III**

### **RESEARCH METHODELOGY**

This chapter discusses the method which is applied in this research. It consists of seven sections in this chapter: research design, research location and subject, data and source of data, research instruments, data collection technique, data analysis technique, checking validity findings and research stages.

#### **A. Approach and Research Design**

This study uses a qualitative research to explore some information about students participation of seating arrangement has 7<sup>th</sup> types in class by the teacher. The research that intends to understand the phenomenon of what is experienced by the subject of research, such as behavior, perception, motivation, action holistically and by way of description in the form of words and language, in a special natural context and by utilizing various natural methods.

Qualitative research uses a naturalistic approach to find and find understanding or understanding of phenomena in a particular contextual screen<sup>28</sup>. In this study used qualitative approach. According to Creswell qualitative research are methods for exploring and understanding meaning which by a number of individuals or groups of people are ascribed to social or humanitarian problems.

Creswell explains that Qualitative methodology can be done with various approaches between others: participatory research, discourse analysis, ethnography, grounded theory, case studies, phenomenology, and narrative<sup>29</sup>.

#### **B. Research setting**

This research place at MTs Darul Hikmah Prasung, Sidoarjo. The subject of the research is the english teacher and are all students in two class at ninth grade. The class was consisted of 40 students.

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<sup>28</sup>Moleong, L. J. 2010. *Metodologi Penelitian Kualitatif*, Bandung: Remaja Rosdakarya. p.5-6.

<sup>29</sup>Creswell, J. W. (2010). *Research design: pendekatan kualitatif, kuantitatif, dan mixed*. Yogyakarta: PT Pustaka Pelajar. p.20.

### **C. Researcher Presence**

In this qualitative research, the presence of researchers is absolutely necessary. This is because the research instruments in qualitative research are the researchers themselves. Sugiyono suggested that researchers would go into their own field, both on the Grand Tour Question, Focused and Selection stages, conducting data collection, analysis and making conclusions<sup>30</sup>. Thus, the key to qualitative research is the researcher himself because he acts as an instrument as well as a data collector, while instruments other than humans have limited functions, namely only as a supporter of the task of the researcher.

### **D. Data and Source of Data**

#### **1. Data**

The data that was used in this study for the first research question is other shape from seating arrangement that the teacher uses in the class. For second research question, the data is students participation of the seating arrangement by the teacher preferred at the class. Researchers took student data about how their feedback, their comfort when the teacher applied some form of seating arrangement in class. There are two options that they can choose, i.e. between Yes or No.

#### **2. Source data**

The source of data in this research is the teacher of ninth grade students in a class at MTs Darul Hikmah Prasung, Sidoarjo. Source data for answering first research question is the teacher. Source for answering a second research question are the students and teacher. The researcher used interview to strengthen the findings and complete the information that had been collected through observation checklist during the learning process.

### **E. Data Collection Technique**

Data was collected namely researchers choosing certain people who were considered to provide the required data, then based on data or information obtained by previous informants, researchers could

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<sup>30</sup> Sugiyono, 2013, *Metodelogi Penelitian Kuantitatif, Kualitatif Dan R&D*. (Bandung: ALFABETA).p.307

determine other informants considered to provide more complete data. So, in this study the informants considered the data sources were<sup>31</sup>:

1. Primary data is data obtained directly from the field or place of research. Words and actions are the source of data obtained from the field by observing and interviewing. The researcher used this data to get direct information about the teacher strategies of seating arrangement in the english class at MTs DarulHikmahPrasung, Sidoarjo. The direct source of data the author gets from English teacher, and learning activities.
2. Secondary data from researcher observation in the class. Researcher do the observe when the learning process. Researcher make a checklist and write the real situation when learning process. Researcher have a two days from the observation at the class. Teacher joined students from two classes for researcher research
3. Third data from quisioner. Researcher take a sheet quesioner for clearly about students activities in a learning process.

#### **F. Research Instrument**

Research instruments in the qualitative research tradition are people, namely researchers themselves by using tools in the form of notes, tape recorders, and tustel (camera). As stated by Moleong that "People (researchers) as instruments have weapons that can be flexibly used"<sup>32</sup>.Records, tape recorders, and tustels are only used as a tool in conducting research. Therefore, as a research instrument, researchers do an understanding of the meaning of data that researchers have obtained in the field.

As revealed by Danim "although researchers use several tools in data collection, the data collected needs to be supported by a deep understanding of the meaning of the data obtained"<sup>33</sup>.So, research instruments in qualitative research are people / humans while tools such as notes and others are only complementary "weapons". Because researchers as instruments in this study, the researchers prepare themselves by finding the right weapons, so that by using these weapons

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<sup>31</sup>Ibid,p. 300.

<sup>32</sup>Lexy J Moleong.*Metodologi Penelitian...*, p 9.

<sup>33</sup>Sudarwan Danim. *Menjadi Peneliti Kualitatif* (Bandung : Pustaka Setia 2002) p. 60.

researchers can process data into meaningful information. For the answered Research question, Researcher use observation ( the students activities in a learning process), interview guideline for the english teacher, and quissioner for the students. Because researchers as instruments in this study, the researchers prepare themselves by finding the right weapons, so that by using these weapons researchers can process data into meaningful information. For the answered Research question, Researcher use observation ( the students activities in a learning process), interview guideline for the english teacher, and quissioner for the students.

With regard to the "weapons" tool in the study, Sugiyono said that the tools were useful so that the results of the interviews could be recorded properly, and the researchers had evidence that they had interviewed informants or data sources, so the tools needed as assistance following<sup>34</sup>:

1. Notebook: serves to record all conversations with data sources. Now there are many small computers, notebooks that can be used to help record interview data.
2. Tape recorder: functions to record all conversations or conversations. The use of a tape recorder in an interview needs to tell the informant whether it is permissible or not.
3. Camera: to take pictures if the researcher is talking with the informant / data source. With this photo, it can be more guaranteed to improve the validity of the study, because the researcher actually collected data.
4. After the data is collected, the researcher performs editing, reduction and classification of data, as well as formulating categories, giving interpretations and giving explanations to answer research problems.

### **G. Data Analysis Technique**

Data obtained in qualitative research uses various sources, using various data collection techniques. The data will be analyzed to produce conclusions. Bogdan and Biklen define data analysis namely a form of road that works with data, organizes data, then sorts data into units and obtains patterns and important elements so that a decision can be drawn<sup>35</sup>. Sugiyono adds data analysis as a process of systematically searching and

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<sup>34</sup> Sugiyono. 2005. *Metode Penelitian Bisnis*. p.81-82

<sup>35</sup> Lexy J Moleong. *Metodologi Penelitian ...*, p 55.

compiling data obtained from interviews, observations and documentation by describing it into units, arranged according to patterns, analyzed based on the level of usability of data and making conclusions so that conclusions can be obtained that are understandable both yourself and others<sup>36</sup>. The steps chosen by researchers in data analysis are the Miles and Huberman models, namely that all activities in qualitative data analysis are carried out continuously until complete, so that the data is saturated<sup>37</sup>.

### **1. Data Collection**

Data collection is carried out in natural settings, primary data sources, and more data collection techniques in participant observation, in which researchers will involve themselves in resource activities, in-depth interviews, and documentation.

### **2. Data Reduction**

Reducing data can be interpreted as summarizing, choosing the main things, focusing on important things, looking for themes and patterns<sup>38</sup>. Thus the data that has been reduced for the studentsquissioner.

### **3. Display Data**

In qualitative research, the presentation of data is done by means of brief descriptions, charts, relationships between categories, flowcharts and the. The presentation is intended to make it easier for researchers to understand the occurrence of observations and plan for further research work<sup>39</sup>.

### **4. Conclusions**

Conclusion is the answer to the initial problem formulation, but not always conclusions based on the answer to the problem statement considering the problem is temporary and develops after the researcher is in the field .With Sugiyono's opinion, it can be stated that the conclusions of qualitative research are of two kinds, namely temporary and fixed conclusions. Temporary conclusions that mean conclusions are stated at the initial stage will change when researchers enter the field and there is

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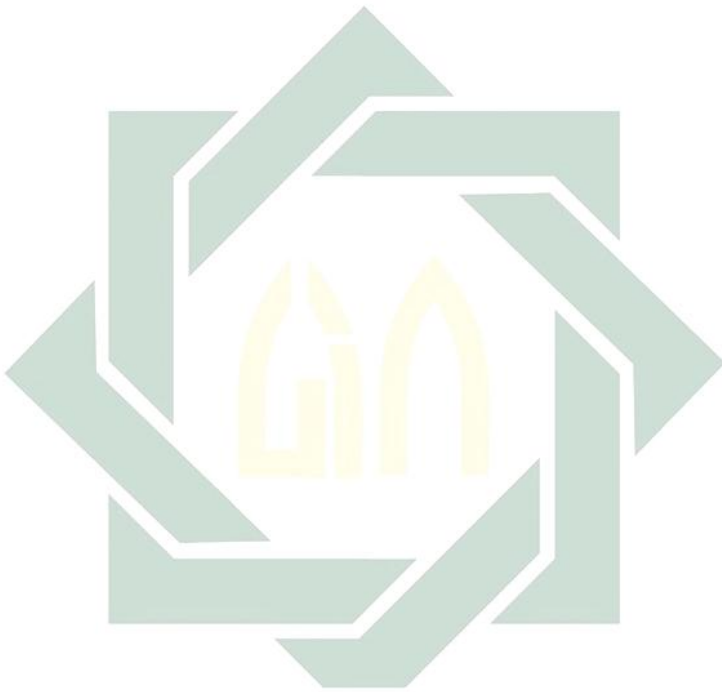
<sup>36</sup>Sugiyono, Metodologi Penelitian Kuantitatif, Kualitatif Dan R&D.....p.335.

<sup>37</sup>Sugiyono, Metodologi Penelitian Kuantitatif, Kualitatif Dan R&D....p337.

<sup>38</sup>Ibid. P.338.

<sup>39</sup>Ibid.p.339

no strong evidence to support the next stage of data collection. Whereas the fixed conclusions, namely the conclusions stated at the initial stage, are supported by valid and consistent evidence when the researcher returns to the field to collect data<sup>40</sup>.



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<sup>40</sup>*Ibid.* P.347.

## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSION**

Regarding to the research question, this chapter presents the research findings and discussion of the study. The researcher describes and analyzes the findings during research process conducted of 9<sup>th</sup> grades of MTs DarulHikmahPrasung, Sidoarjo. The data obtained from observation and interview be analyzed and elaborated in research findings to answer the research question formulated in chapter one. Additionally in the discussion, this research explains more about the findings.

#### **A. Research Finding**

The data were collected to answer the question of this research. There were two research questions related with this study; (1) What are the shape of seating arrangement often usedby the English teachers at MTs DarulHikmahPrasungSidoarjo, (2) How does the students respondtowardseating arrangement preferred used by the English teacher at MTs DarulHikmahPrasungSidoarjo. The data were collected from observation, quissioner, and interview to the english teacher. Interview guideline to know the seating arrangement that the teacher use in the english class. Moreover, observation of the english class and quissioner for the students, to answered the students response about the seating arrangement in the english class. The english teacher answered the research question one, and the students answered the research question two. The researcher described the findings as follows.

The observation conducted on Friday, 13<sup>th</sup> and Saturday 14<sup>th</sup> December 2019. The teacher is Mrs. Susanti, SS. There were 31 students, including female 15 and male 16. In this study, describes the shapes of seating arrangement that the teacher use in the class. The study make the interview guideline to know that the shape in english class. And quisioner for to know the students respond in the class. In first day researcher do the interview to the english teacher and observation at the class. When the researcher interview the teacher, researcher finding a theenglish teacher in MTs DarulHikmahPrasungSidoarjo always use various type of seating arrangement when learning process. For teachers, the arrangement of the seats is very influential in the success of learning. In the sense of success of learning is, how students understand the material that is get today, how students understand the material that is being learned today at school. On the first day we discover how teachers organize the class with ease. And

the disciples followed how the teacher arranged. When the teacher had changed the position as desired, the researcher saw how the communication between the teacher and the students. Teachers freely describe the material taught today. And can supervise their students more freely.

Teachers liked all the shapes of the seating arrangement. For him, the arrangement of the seats can improve the activity of students, making students more focused in the learning process, inviting students to learn to work with a team friend. Every form of seat arrangement has its own advantages and disadvantages. In arranging other seats, the teacher always invites students to organize together. In addition to changing the seat is hard to do because of the narrow space, changes in the seating can also spend time in the learning process. Students are very pleased to help teachers organize their seats, this is also one of the contributing factors for learning success. In the classroom setup, they do not have any specific rules in setting up a seating position.

of classroom seating, teachers and students benefit. For teachers, the arrangement of this seating is very much useful where the teacher can explain the material without having to sound loud. They simply explain casually, seeing one by one pupil, whether they focus on the material in the explained, do they understand the material today. Then the benefits of setting up seating for students i.e. students can understand the material easily, they are more focused with the material without having to confuse the can not see the board, they can interact with friends and teachers freely, without having to Obstructed by other students. Teachers are the control holders of the teaching and learning process in the classroom. If a teacher is unable to cope with any problems that occur in the classroom or school. This will cause a new problem for itself.

Reflecting on a personal experience, I think teaching is not an easy thing nor a difficult thing. Teaching can be difficult when we are unable to provide solutions or less perceptive in addressing the needs of students in the learning process. Teaching can also be said Mudak when a teacher also knows what things need to be prepared before implementing the process of learning to teach.

The thing I want to share is how the Arrangement seating role. Student seating arrangement is a highlight in the teaching and learning process. Seating layout students and teachers have their own interests that can form a harmony in building a learning process that aims to create a line of communication right on target. We can imagine if the teacher was



more asyiiiik see his disciples sitting in the back just silence and his teacher stood in front of the lecture on the actual materials in the 21st century today, all material can be students get by hanging out in Cyberspace by utilizing the pace of the technology that has been in the world everywhere.

When entering the classroom, the role of teachers besides teachers is the designer who organizes all the activities and layout of objects that belong to the teaching device in the classroom. Especially setting the seat layout. The outcome of the student who sits the most cupboard must be the highest or kalo want to force themselves to sit well the chalk writing on a whiteboard will not be clearly legible. The experience that made me have the ideas that made me move to change the paradigm that has been inherent. Same as Bonus & Riordan conducted a research on changing and improving classroom seating arrangements to help children stay on task and reduce distractions. Teachers, the arrangement of this seating is very much useful where the teacher can explain the material without having to sound loud. They simply explain casually, seeing one by one students, whether they focus on the material in the explained, do they understand the material today. Then the benefits of setting up seating for students i.e. students can understand the material easily, they are more focused with the material without having to confuse the can not see the board, they can interact with friends and teachers freely, without having to Obstructed by other students. Teachers are the control holders of the teaching and learning process in the classroom. If a teacher is unable to cope with any problems that occur in the classroom or school. This will cause a new problem for itself.

## **1. The shape of seating arrangement used by the English Teacher**

### **a. Observation at the class**

The first meeting on December 13<sup>th</sup> 2019, at 09.00 A.M until 11.00 A.M in IX A class. The class condition is very crowded. When the teacher entered the class and teacher command the students to organize the bench, after they organize the bench, teacher arrange they position and the teacher started the lesson by said “Asssalamualaikum” and “hello students”. Then teacher asked for our students for praying before started the study. Teacher opens the lesson and checked student attendance list. After that, asked students condition by “*how are you today?*”, and the students answered “*I am fine mom, thank you and you?*” Next the teacher

answered “*I am very well, thank you*”. The teacher asked students about previous material in order to remember the material.

Teacher : “apakah semua sudah masuk kelas?”

Students : “sudah mam”

Teacher : “sebelum memulai pelajaran, makanannya yang belum habis di masukkan di tas, setelah itu ayo kita tata terlebih dahulu bangku yang berantakan ini”

Students : “iya bu”

Next the teacher arrange the bench neaty, change the shape of seating arrangement. The students helped the teacher for change the shape of arrangement. After they finished change the bench, teacher started the study. The teacher make u - shape in this day.

she begins to explain to the students about the material. Before teach the main topic, the teacher begins to ask several questions to the students about the students’ experience related to the topic. The question is almost addressed to the whole of students. So, all of students could active in the class. The aim of this activity is to stimulate students to focus on the lessons will be taught on that day.

Then, the teacher presents the main topic of the lesson. The topic is about prosedure text. She uses group discussion in delivering the lesson, and sometimes she also uses questions and answer method to check the students’ understanding. The whole class-work is used in this stage. She explains the lesson till the students understand what the lesson about. During the lecturing she uses the whiteboard to write and to illustrate the material being taught. She gives the opportunities to the students who do not understand to ask her. Then, she asks students to practice the example of procedure text which was she wrote on the board in pairs. Next, she asks the students to make group of four without change the chair or remain in orderly row formation. She asks students to discuss and make the procedure text with their group. She monitors students during the discussion activity. When there are students who ask her about the work, she answers and explain again till the students are understand. She gives twenty minutes for students to finish their work. In this moment the researcher finds thestudents enthusiastic in doing the work with their group. Although there are one or two students who do not pay attention to the instruction but it can be overcome by the teacher so the teaching and learning process can run smoothly.

After the students finish their work, she asks them to collect their work. After that, she gives some feedback from the lessons of the day just before the end of the meeting. Then, she closes the meeting by greeting students enthusiastic in doing the work with their group. Although there are one or two students who do not pay attention to the instruction but it can be overcome by the teacher so the teaching and learning process can run smoothly. After the students finish their work, she asks them to collect their work. After that, she gives some feedback from the lessons of the day just before the end of the meeting. Then, she closes the meeting by greeting.

### **b. Interview the English Teacher**

After first observation at the class, researcher asked the teachers about seating arrangement in the class. There are 15 questions given by researchers. Of the 15 questions the researcher concluded that there were other factors in supporting the successful use of the seating arrangement in the classroom. English teachers said that success was also helped by the disciples. They are always supportive when English teachers want learning by changing their seating arrangement. Each seating model has its own value of excess and drawbacks. English teacher said that he was more comfortable when students in class using group/pairs models. With this model English teachers are more in the benefits of the time, and the focus of students in listening to a material. In the use of a seating arrangement, the English teacher adapts to what material will be given to the student. If today the teacher will explain about the listening material, the teacher will use the model of individual seating setups. But if the teacher will explain about reading and speaking, the teacher will use the group model to facilitate the students in a discussion.

## **2. Students Respond About Seating Arrangement that teacher used**

### **a. The last day of observation at the schools**

The last meeting is conducted on December 14<sup>th</sup> 2019. As the previous meeting, the teacher opens the class by greeting and prays together. In this meeting the researcher finds the situation of the class is very crowded when the teacher comes to the class, but she just keeps silent to make students quiet by themselves. After the situation had calmed down, she starts the lessons.

Before went to the main topic, the teacher always give some close-ended questions about the previous lesson, and then the teacher stimulates students to the topic of the day by giving several questions related to the topic. The topic that day is related to the topic at the first meeting that is procedure text. She gives the questions to the whole class. For students who can answer the questions correctly, she gives praise to the students by saying “good”.

Then, the teacher explains the material use presentation method. She uses the white board to support the teaching and learning process. The whiteboard is used to write the point of the material and to give examples in order that the students can understand the material easily. The teacher writes the expression to introduce other person on the board.

After present the material, the teacher divides students into groups and sets the chairs in separate table. Then she asks the students to practice the expression with their group. During the group work, the teacher moves around the class to monitor the students’ work. After that, she leads the students’ attention to the board. She gives an example of short letter. The teacher asks students to read aloud the text. Then, she gives some questions related to the text to be answered together with the whole of students. Then she gives worksheet for each group and asks them to discuss with their group. When students work in group, the teacher walked around the classroom, observe students’ works and give any help they needed., the teacher reviews the lesson and gives feedback. She also remains students to prepare the lesson for the next meeting. Then she closes the classbygreeting.

#### **b. Quissioner for the students**

Student seating arrangements can have some beneficial effects in the classroom including class participation, behaviour, and academic performance. Changing the position and setting of a class seat is an easy way to minimize or eliminate the mistakes and behaviors of students without the consequences of intervention or reinforcement or other differential penalties.

Seating arrangements can take several different forms. Student seating is set to be a perfect straight line. At the beginning of the academic year, students can usually choose where they want to sit. On the other hand, sometimes the student's sitting position is determined by the teacher

class. Seating arrangements have long been believed to be one of the factors contributing to the student learning process. Thus, the purpose of the study was to discuss about teachers using strategies for seating arrangements in English classes.

In addition to observing how the learning process is in the classroom, and interseing English teachers, researchers also do the distribution of quisioner sheets to better find answers to research questions.

The Quisioner was in charge by 40% of the students from the 9<sup>th</sup> and 9<sup>th</sup> Class B. The filling of the quisioner was conducted on the second day of the study. In the quisioner has two choose. They just chose yes or no to answered the quisioner.

In the first Quisioner question, researchers asked if the teacher could also help in arranging a seat in the classroom. Almost all students answer if teachers help to organize existing seats in the classroom. And that's right, when researchers observe in class, researchers see for themselves how the teacher assists his students in organizing the seats. That students will be more successful seating next to those who possess positive attitudes towards learning<sup>41</sup>. Seating arrangement as an important thing in the classroom setting. The teachers need to consider the nature of the students. The teachers should arrange the students seating such a manner to guide the students interest in teaching learning process so the teaching and learning can occur in the class as effectively as possible.

Quisioner second until fifth number Asked about the U-shape seat setup.

In this U-shape seating arrangement, many students love this shape. Their reasons, because they can see students one and the other. With shapes like this, teachers easily describe the material it will teach. In addition to the benefits of these seats, students easily interact with teachers, teachers can supervise the students well.

However, for the U-shape position, there are some students who do not like it, because this position sometimes makes the student scramble to the seat and it will spend time on the learning process. U-shape get the students to easy understand when the teacher explain the material.

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<sup>41</sup> Dunbar, Christopher. 2004. Best practices in classroom. Michigan : michigan state university

Quisioner sixth until ninth number Asked about the traditional shape.

In the arrangement of seating with traditional forms has been very long and often used by various classes, not only English, but all subjects. There are several students who like this shape, some factors that affect this traditional form, among them, when the hours of learning, they can eat in hiding without teacher-caught, or put mirrors on the table and glass. Lack of traditional seating forms they distress to interact with other friends. They were also not very focused when teachers were in class, they were busy chatting with their peers. But this traditional form seat can be used for group learning. Where this position makes it easy for teachers to better understand the material they are teaching.

Quisioner tenth until number thirteen Asked about the group shape.

From the results of the Quisioner that the researcher can, many students do not like this form. For this model students are a little difficult to interact with friends and teachers. The group is behind the difficulty of listening to the instruction delivered by the teacher. They were also not very focused when teachers were in class, they were busy chatting with their peers. But this group form seat can be used for group learning. Where this position makes it easy for teachers to better understand the material they are teaching.

Quisioner fourteenth until number seventeenth Asked about the conference shape.

As group form, this form of the conference is also not very interested in students. Besides they are difficult to arrange their seats in because space limitation, they only listen to the teacher explained in the chair only, without any activities such as forward answering the question on the board. In addition, students who get a seated position against the chalkboard little distress if the teacher teaches using the board. They are not focused too much on understanding the material delivered by the teacher in the classroom

Quisionere eightteenth until number twenty one Asked about the arround shape.

As group form, this form of the around is like a conference shape. The shape is also not very interested in students. Besides they are difficult to arrange their seats in because space limitation, they only listen to the teacher explained in the chair only, without any activities such as forward answering the question on the board. In addition, students who get a seated position against the chalkboard little distress if the teacher teaches using the board. They are not focused too much on understanding the material delivered by the teacher in the classroom

Quisioner twentytwo until number twentyfifth Asked about the chevron shape.

As group form, this form of the around is like a conference shape and around shape. The shape is also not very interested in students. Besides they are difficult to arrange their seats in because space limitation, they only listen to the teacher explained in the chair only, without any activities such as forward answering the question on the board. In addition, students who get a seated position against the chalkboard little distress if the teacher teaches using the board. They are not focused too much on understanding the material delivered by the teacher in the classroom

Quisioner twentysixth until number twentyninth Asked about the auditorium shape.

As group form, this form of the around is like a conference shape, around shape and chevron shape. The shape is also not very interested in students. Besides they are difficult to arrange their seats in because space limitation, they only listen to the teacher explained in the chair only, without any activities such as forward answering the question on the board. In addition, students who get a seated position against the chalkboard little distress if the teacher teaches using the board. They are not focused too much on understanding the material delivered by the teacher in the classroom.

From the table above can concluded that the students feel enjoy with the learning activities used by the teacher. The different activities in every meeting make them more interested in following the lesson. They were also pleased with the seating arrangement that is applied by their



teachers. They feel that the seating arrangement that is applied by their teacher makes them easy to contact with their friend and also with the teacher. As the result of observation that teachers of class IX A and IX B set the seating into separate table when she divided the students in the group. Moreover, they feel enjoy when they work in group. They can be more spirit in following the lesson, because they can discuss and share about the material with the entire member of the group. From the questionnaire, it also known that students feel bored when the teacher presents the material using lecturing method only.

From the result of questionnaire above, it is known that the media used by the teacher in teaching and learning process makes the students interested in the lesson. They look so enthusiastic in following the lesson when the teacher uses media such as worksheet.

In addition, to motivate students to learn and active in the class, the teacher gives reward to the students who can do the task well. The response of the students From the table above can be concluded that the students feel enjoy with the learning activities used by the teacher. The different activities in every meeting make them more interested in following the lesson. They were also pleased with the seating arrangement that is applied by their teachers. Although, the seating arrangement applied by the teacher almost keep the original formation but they feel it is not make them bored. On the other hand, the students feel bored when the teacher presents the material using lecturing method only.

## **B. Discussion**

The discussion of this research will discuss the findings that seating arrangement position and students respond in the class.

### **1. The shape of seating arrangement used by the english teacher.**

A careful strategic management can result in a smooth transaction of knowledge and effective monitoring of the students. For this purpose many writers have suggested a number of methods and strategies to enhance the performance of the students and in the long run control the discipline of the class.



Seating arrangement is one factor that is typically under teacher control<sup>42</sup>. Seating arrangements dictate power and control as well as patterns of communication and further challenge that a fixed seating arrangement for the whole semester may allow students to develop their attitudes toward learning<sup>43</sup>. That students will be more successful seating next to those who possess positive attitudes towards learning<sup>44</sup>. As in previous studies, researchers can see how teachers are able to make their students more focused in the materials they teach. Teachers can organize the classes they enter. Not forget, teachers apply high discipline so that the learning process can run well. If they are wrong, they should also get punishment, if they can and are able to understand and answer the questions asked, they also have to get a gift. All teachers do so that students are eager to follow the learning process in class.

Seating arrangement as an important thing in the classroom setting. The teachers need to consider the nature of the students. The teachers should arrange the students seating such a manner to guide the students interest in teaching learning process so the teaching and learning can occur in the class as effectively as possible.

As Nunan posits the exploration of classroom issues and problems should lead teachers from practice to theory and back to practice again as a sort of ongoing professional growth spiral<sup>45</sup>. Some strategies have been used and utilized by teachers all over the world and some have succeeded whereas teachers have found particular methodologies not applicable to their situation. Management of resources and effective lesson planning has been given great importance as being the prime factors of a good and productive classroom. In accordance with the intention of managing the class itself that class management is an effort made by the teacher in creating a conducive learning environment, through regulatory activities

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<sup>42</sup>Pace, D. & Price, M. 2005. Instrument teaching to facilitate inclusive education, including children with special need. West port, CT : Greenwood Press.

<sup>43</sup>Harris & Hill. 2012. The Learner – centered curriculum design and implementation. US : HB printing.

<sup>44</sup>Dunbar, Christopher. 2004. Best practices in classroom. Michigan : michigan state university

<sup>45</sup>Nunan, D. (1989). Designing Tasks for the Communicative Classroom. Cambridge Cambridge University Press. p.16

students and goods / facilities. Besides class management intended to create, maintain the behavior of students who can support the learning process. So that way classroom management in the form of structuring seating students as forms of classroom management can help create the learning process which is in accordance with the purpose.

Class management according to Winataputra is defined as a set of activities for enforce and maintain class rules in the class. Or seen from the behavior modification approach, class management defined as a series of teacher activities to improve emergence of good behavior, and reduce the appearance of behavior unexpected<sup>46</sup>. Class management is concentrated in structuring the physical environment of the class and structuring the psycho-social environment of the class. Included in it is with maximize the area of classrooms and classroom benches so that material is delivered by the teacher can be well understood. The teaching strategies applied by the Teacher: the teaching techniques used by the teacher in managing a large class there are, lecturing, group project and small group discussion. The seating arrangement used by the teacher in the rows position used lecturing and group project (two students in the group project), and the small group discussion the teacher uses seating position changed, consisting of the four students and one group with five students. The teacher is ways to give feedback, when the students found some difficulties the teacher give some clue to the students to help them remember the material given. After that the teacher add some explanation or information based on the material and the questions given.

## **2. Students respond about the seating arrangement used by the english teacher.**

Changing the seating arrangements every couple of weeks can turn out good for the students for several reasons. First, the students are perhaps meeting new people and being forced to leave their comfort zone. Second, if one changes the classroom seating arrangement regularly, the students will get the chance to hear more peers talk, work, and study with.

Seating should be carefully considered when creating room arrangements. Allowing students to pick their own partners is not a favorable element. Nine times out of ten, they will pick seats next to the people they already

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<sup>46</sup> Ibid.p.15

know and are comfortable enough to make mischief with during class. This also limits the opportunities for learners to learn and interact with others members of the class, thus ostracizing some of them.

The optimal learning will happen when the students participate with their responsibility in teaching learning process. That better classroom setting influenced the student respond in the class and they seating also influence their limited time in doing the exercises that have been given by the teacher in the classroom. It means that, the students seating as an important aspect to support the student in doing their exercises and will arise the student respond in the classroom<sup>47</sup>. The student response system is used to actively engage students in the class. Each individual is challenged to formulate an answer to the question, to think about the course material, which can lead to a better understanding of the complex concept. The student response system is used to actively engage students in the class. Each individual is challenged to formulate an answer to the question, to think about the course material, which can lead to a better understanding of the complex concept. From the result of questionnaire that the researcher distribute to the students of class IXA, most of students feel enjoy with the learning activities used by the teacher. The different activities in every meeting make them more interested in following the lesson. This finding support Haddad's statement that, students in large classes will be more attentive and their potential for learning will be increased when they are exposed to a wide variety of teaching methods and learning experiences.<sup>23</sup> It also meet the criteria of classroom management by Ningsih that one of the criteria of classroom management is Teachers use a variety of teaching methods. They were also pleased with the seating arrangement that is applied by their teachers. They feel that the seating arrangement used by their teacher makes them easy to contact with their friend and also with the teacher. This finding meets the criteria of classroom management by Brown that the chairs are appropriately arranged so that the students can easily contact to each other as well as the teacher.

Moreover , they feel happy when teachers ask them to work in groups. From the results of the questionnaire, almost students gave the answer that group work made them more enthusiastic and actively engaged in

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<sup>47</sup>Winatapura, udin s. 2003. Strategi belajar mengajar. Jakarta : universitas terbuka

following the lesson. It can also be seen from the observation results, so that students seem so enthusiastic when studying in groups. These findings meet the class management criteria by Ningsih so that teachers are able to manage the students well. It is also supported by Gary D. Borich, a country management class that promotes student involvement. The results of questionnaires and observations also show that students feel enthusiastic when teachers use worksheets in the teaching and learning process. This finding meets the criteria for class management by Brown, that teachers should be able to manage materials and equipment well, so that students are more interested in learning and learning activities.

In addition, to motivate students to learn and be active in class, teachers reward students who can do their job well, and the responses from them are satisfied. They are motivated by the reward or praise given by the teacher. In addition, teachers sometimes give punishment for controlling student behaviour. The findings supported the theory of Haddad's theories that one of the criteria of class management was that teachers were able to choose the right discipline techniques to manage student behaviour. It is also based on Cooper's theory that one of the criteria of class management is the development of student behaviour according to the desired behavior. It is also supported by the Borich, that one of the criteria of class management is the persistent stop and Chrosforos mischief with a strategy that is simple enough to be used consistently.

Same with students of IX A, most of the students of class IX B also give answer that they feel enjoy with the learning activities used by the teacher and The different activities in every meeting make them more interested in following the lesson. It meets the criteria of effective classroom management by Ningsih that one of the criteria of effective classroom management is Teachers use a variety of teaching methods. They were also pleased with the seating arrangement that is applied by their teachers. From the result of observation, the teacher of class IX B mostly uses orderly rows in her teaching. Harmer states that, in orderly rows, the teacher has a clear view of all the students and the students can all see the teacher.<sup>24</sup> On the other hand, the students feel bored when the teacher presents the material using lecturing method only.

Whereas, when the teacher uses LKS and whiteboard in delivering the material, they feel enthusiastic in following the lesson. It also can be seen

from the result of observation, that they seem so enthusiastic in following the lesson. The classroom condition also was better than the previous meeting, when the teacher does not use media in teaching learning process. This finding meet the criteria of classroom management by Brown, that teachers should be able to manage the material and equipment well, so that the students more interested in the lesson and learning activities.

Same with the teacher of class IX A and IX B also gives reward to motivate students to learn and active in the class. The teacher gives reward to the students who can do the task well or the students who can answer the teacher's question correctly by saying, "Good". By the reward or praise that is given by the teacher, the students are motivated to be more active in class. Besides that, sometimes teacher give punishment to control students' behavior. This way is make students discipline in class. These finding supports Haddad's theories that one of the criteria of effective classroom management is teachers are able to choose the appropriate discipline technique to manage the students' behavior.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

This chapter presents the conclusion and suggestion based on explanation the findings and discussion in the previous study. After analyzing the data from observation, interview, and quisioner the researcher can concluded that the seating arrangement of english class at MTs DarulHikmahPrasung, Sidoarjo. It can be seen by the students response that seating arrangement conduct by the teacher are appropriate with some criteria of seating arrangement.

In addition, the teacher, are able to manage the seating well based on the learning activities, so that the students can easily contact with their friends and also with the teacher. Moreover, the teacher uses appropriate shape of seating the seat.

For students, is good enough in helping the success of the learning process. They can interact well and cooperate well and do not waste time in the arrangement of his seat.

The arrangement of its own seats carries impacts that affect the success of the learning process. The arrangement of the seats was able to make students more organized in his seat, and they could find his creativity in receiving the material delivered by the teacher. Students ' position determines how he or she can understand what is taught, listen to what is taught, and make them more focused on one material.

Student seating arrangement can have several beneficial effects in a classroom including class participation, behavior, and academic performance. Seating arrangements can take several different forms. Student seating is set to be a perfect arrangement. At the beginning of the academic year, students can usually choose where they want to sit. On the other hand, sometimes the student's sitting position is determined by the teacher class. Seating arrangements have long been believed to be one of the factors contributing to the student learning process. Thus, the purpose of the study was to discuss about teachers using strategies for seating arrangements in English classes. The setting that seats is a repentant part of the transformed and as a teacher's strength to make students easy to carry with their arrangement, giving participation and more active in class. When students are graded by setting and sitting their class, it will build student interactions between students and

students with teachers. This will support students more active in class. Furthermore, Harris and Hill note that the setting and sitting dictate the strength and control as well as the pattern of communication and further challenges that the setting where sitting remains for the entire semester may allow students to develop themselves. Their attitudes toward learning. The intent of this statement can be concluded that the arrangement is sitting as a pattern of communication and further challenges for students to establish themselves and their behaviour in teaching the learning process.

#### **B. Suggestion**

1. For the teacher should be more varied for presenting material. Sometimes the teacher can use some shape for the ice breaking for the students atmosphere more comfortable and enjoyable. So, the students can actively in learning activity.
2. For the students should be more fast when arrange they bench for accelerate the learning process.
3. For the next researcher can be research the advantages and minus of the shape seating arrangement.

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